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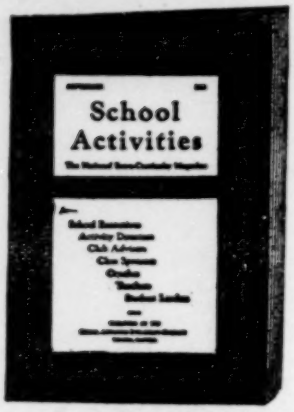

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The Editors Say...

Readers are showing a keen interest in the experiment which started with our first May issue. While a majority of the letters so far received express approval of the new arrangement we look forward to hearing from many more of our readers as they have opportunity to observe these June issues.

The new plan has enabled us to offer you, in this June number, an unusual variety of what we believe to be timely, interesting articles on vital phases of education. We think that so human a subject as education should be made as human, as informal and as sincere as we like our friends to be. School people who prefer their education in a top hat or with gown and hood and academic flummery may miss these qualities in this journal. But—we recognize a growing demand for virility and common sense in professional reading.

•

Next issue will be another Mid-Month News Edition similar to that of May 18. Fresh news of the school and college worlds, all in quickly accessible form—brief, brisk and businesslike.

Treasure Hunt

Here is our last Treasure Hunt for the present school year. Be sure to join it.

Somewhere in an advertisement in this issue occurs a series of four words made up of these letters:—

himtofacefrontinvelesesescs

Find the four words; set them down on paper, together with the name and page of the advertisement; and mail your answer to Journal of Education Treasure Hunt, Six Park Street, Boston, Mass. If yours is the first correct answer from your State, you will be entitled to a three-months' subscription to this magazine; for yourself if you have not claimed the award for yourself in 1936; otherwise for a friend. No answer can win which is mailed later than June 24, 1936.

Answer to T. H. of April 20 was: The outstanding publication (Page 231).

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 | Boston, June 1, 1936 | Number 11

World at Lessons

Readjusting Tariffs

THE tariff policy of the United States has so long been a political football, that it will be hard for candidates to drop it or for our lawmakers to let it be taken care of permanently by a national board of experts. Yet that is what is happening at present—and the recently negotiated agreement with France is the thirteenth that has thus far been worked out under the new plan.

The theory of the current tariff policy of the United States is briefly this. First, that a tariff board at Washington, after hearing all groups likely to be affected by a proposed change in tariff rates, is more likely to decide what is best in the light of national as well as local interest than is a Congress composed of persons bound to represent their respective local constituencies and industries. Second, that selling to foreign countries is vitally necessary to economic recovery and to the ending of unemployment in this country. Third, that we cannot hope to export our goods abroad without admitting an equivalent amount of imports. Fourth, that bilateral arrangements can be made with foreign governments to the mutual advantage of each such nation and our own. Fifth, that friction and ill-will can be avoided by extending to all other nations every concession granted to any one nation.

The experiment is going on, and is said to have resulted in considerable stimulus to trade already.

Few of us can be experts on the tariff, or know how it is working out on very many of the hundreds of items involved in each agreement. But we may be able to understand the thing in general—if our politicians will let us have the facts instead of garbling them, as either side is likely to do during these next smoke-screening months before election.

• • •

Ethiopia and the Far East

ITALIAN conquest of Ethiopia will not go unnoticed in the Far East. China has well grounded fears that Mussolini's method of getting what he wants will be imitated by the Japanese—who, however, appear to have a technique all their own which accomplishes large results without open hostilities. Still—Japan is sending a fresh detachment of troops into North China and the Chinese rulers at Nanking apparently bend a little lower. On the other hand, Japan itself isn't quite sure how the Ethiopian affair will react upon China. Will that nation be stirred to resistance of Japanese penetration, even as Ethiopia resisted Il Duce, only more so? For an aroused China could give serious trouble to the invaders; ultimately if not at once.

Meanwhile, nations like England and the United States, with important commercial interests in China, mutter protests and warnings against Japanese encroachments on the great Chinese market, and especially against Japanese moves making for monopoly.

• • •

Wellesley's President-Elect

IN THE absence of any cut-and-dried standards for the selection of a college president, it is interesting and indeed reassuring to note the way in which the trustees of Wellesley College went about the task of choosing a successor to President Ellen Pendleton.

For a year and a half past, the trustees have been canvassing the wishes of alumnae, faculty and students, to discover the ideal qualifications. These were finally listed about like this: experience, scholarship, executive ability, intellectual honesty, leadership, tolerance, savoir faire, sympathetic understanding of youth, vision, and a sense of humor.

No wonder the search for a person to meet those specifications extended far and wide. No wonder upwards of a hundred candidates were carefully sorted over before the choice fell to Oberlin's dashing Dean of Women, Miss Mildred Helen McAfee.

Miss McAfee at thirty-six is young enough to be expected to serve the college many years. That she is a graduate of Vassar rather than Wellesley, is a tribute to the breadth of mind of the trustees and their recognition of the fact that inbreeding

is not always desirable for an educational institution.

Most gratifying of all, perhaps, is the fact that Wellesley has given its place of highest honor and responsibility to a woman. One need not disparage men in similar positions at the head of women's colleges to feel that those opportunities belong especially to women. If women are to develop the fullest possibilities of leadership, doors which are properly their own to enter must be opened to them. And the presidency of a woman's college is essentially a woman's job whenever a woman with the needful qualities can be found to take it.

Miss McAfee has proved herself a most understanding and successful dean. She is decidedly human, and will emphasize the human, personal side of education. Students under her will not be just that many heads to cram with knowledge, but that many individuals to be guided and inspired and brought to best fulfillment.

• • •

Industrial or Craft?

WILL organized labor in the United States adhere to its policy of craft unions or will it go over to the industrial type? And will organized labor remain a free lance in politics or will it set up a party of its own?

These are the two big issues facing union leaders today. President William Green of the American Federation of Labor has succeeded up to this time in holding a majority of his group to the older, more conservative policies. John Lewis, as vice-president, recently resigned after trying to overturn the established program, put the Federation into politics, and place it behind the forming of vertical groups taking in whole industries such as steel and automobiles.

A vigorous and possibly a prolonged struggle is ahead between the two schools of thought in labor. At the moment, Lewis seems to be gaining ground, Green losing. Some of the industries which have been hardest to organize under the older plan may find the industrial plan more effective in gaining members and dictating terms to the corporations.

American workers are of many minds. The vast majority of them do not belong to any affiliated labor union whatever. No doubt we shall witness a try-out of Mr. Lewis's industrial unionism on a larger scale than has yet occurred in this country.

• • •

Invalidated Guffey Act

THE Supreme Court's action overthrowing the Guffey Coal Act has been almost a foregone conclusion ever since the NRA was declared unconstitutional by that same tribunal. The Guffey Act was in reality a miniature NRA.

The powers of Congress to regulate interstate commerce evidently are not regarded by the Court as extending to production within a state of that which is later to become an article of commerce. That's the main point of the Guffey ruling.

But another point even more significant is the denunciation of the abuse of taxing power by making the tax a penalty. That 15 per cent. levy on all bituminous coal, with 90 per cent. of it rebated to companies signing up to obey the code, was never anything but a subterfuge, and a vicious one at that. Taxes are big enough and heavy enough at best, without using them as bludgeons to make people do what the government has no other way of getting them to do.

But, when all's said and done, the bituminous coal mining industry does suffer from unbridled competition. That fact seems generally accepted. Evidently the original Guffey Act was not the remedy. Will Senator Guffey's new bill providing for price-fixing without reference to hours or wages be more successful?

• • •

On Their Honor

THE college deans, at their recent meeting in Philadelphia, debated the merits of the honor system. Opinions differed widely as to whether putting students on their honor makes them more honorable or less honorable. Some of the deans declared it makes hypocrites.

Bliss Perry in his book, "And Gladly Teach," expresses the view that the size and make-up of the student body has to be taken into account. The honor system apparently works at Princeton. Harvard—with its larger, more heterogeneous body of undergraduates—continues to shy away from that system. The late Dean Briggs is quoted to the effect that "You can't send a boy to Coventry who is already there."

It would appear to be the business of any college or university to make as certain as humanly possible that its diplomas and certificates are really earned by every student who receives them. Official proctoring does not conduce to cheating, any more than the policeman on the corner tends to promote criminality among the citizens. The honor system may be successfully applied under favorable circumstances up to the doors of an examination room. Thousands of students and graduates will testify that the honor system doesn't work in a final test, but enables and indeed tempts moral weaklings to obtain credits that do not belong to them.

Anson W. Belding

I Like Small Town Teaching

By CALVIN GRIEDER
Superintendent of Schools
Keystone, Iowa

THERE is a lot of satisfaction to be derived from living and teaching in a small town, despite the impressive statistics that are militated against this step-child, as it were, of the educational world. I cannot fathom the reasons for the general condemnation of teaching in the villages of the country, a condemnation so frequently heard in these days of the "bigger and better," and in the midst of the ferment of "centralization" which is apparent in every direction.

Too often the educational positions in small towns are regarded as mere stepping stones to positions in larger centres. By the small town is meant, for the purpose of this article, not a city of 17,000, which Earnest Elmo Calkins fondly assumes in the *Atlantic* to be a "small town"; but any settlement with a population of 2,500 or less, which the Bureau of the Census equally fondly classifies as "rural."

•

Not only are teachers encouraged by their college instructors to regard village positions as mere stop-gaps on the way to something better, but by their own families, their associates, even their boards of education. The latter appear to believe that if a teacher stays "too long" in a modest, small town, he is lacking some of the qualities that make for success, is unable to "forge ahead," as they understand it. It is incumbent upon some one to rise and respectfully ask: When does advancement begin and end, and just what does the term mean?

There is a limit to advancement. Topflight teachers exceed in numbers the topflight positions as teachers and administrators. The large salaries and executive positions are extremely rare, compared with the whole number of educators in service. But there is no good reason why small town schools should not be staffed by excellent teachers as well as the city schools.

•

One can make a life and a life-work in a village. Is the stigma of no-ambition to be applied merely because a teacher or administrator does not reach out for a city or college position? To accuse a man or woman of lack of professional growth and ambition for such a reason is unfair in most cases. Provided that the financial remuneration is a bit higher than a mere existence level, there is much to be said in favor of long tenure in the village.

According to Walter H. Gaumnitz, that excellent finder of faults with the smaller schools of the nation, there were 9,523 high schools in 1930 which had enrollments of 200 or less, in the rural areas as classified by the government. With the attendant elementary schools in most of these locations, it means that tens of thousands of teachers and administrators are living and working in what is quaintly described officially as the "Rural Areas." Can it be that all these people are lacking in aggressiveness, competency, etc.? Of 25,000 teachers in the State of Iowa, about 18,500 are teaching the current year in rural communities of 2,500 or less population.

•

There is no good reason why changes in the educational staff should be made more frequently in small systems than in large, with possibly two exceptions:—

(1) Large systems have attracted and do now attract more teachers who have made a choice of teaching as their life work. Many small town teachers marry before they can be said to have chosen teaching as a profession.

(2) The present vogue in salaries causes many small town teachers to seek more remunerative positions in larger centres. But it is extremely doubtful if the apparent increase is actually an increase to the extent imagined by the teacher, due to higher living expenses and other demands upon one's funds in larger cities.

What are some of the satisfactions of small town teaching, and incidentally of small town living?

We cannot boast of well-equipped laboratories, marble corridors, well-stocked libraries, for we have none of these. Nor do we have an extensive and well-lighted athletic field, although we do possess a fine auditorium-gymnasium.

More important, however, is the fact that we possess understanding and well-prepared teachers; some of them having been in the system five years or more. What Mark Hopkins said about a school must needs be the case in many small schools. But we get results just the same. Our school, a sample of many others similar to it, ranks well up with the largest in the state in scholastic achievement, as indicated in statewide testing programs.

The closer relationship between teacher and pupil which exists in a smaller school, makes

for better development not only of the pupils but of the teacher. Children have far more personal connection with a small town teacher than is the case in city schools. Should not the influence of good character and sympathetic understanding of the pupil and his background work for the betterment of the school's finished product?

•

Children have far more opportunity for self-expression in a small school. In a large school only a very small per cent of the enrollment receives experience in appearing before the public in any way. In a small school it is the exception for a pupil not to appear in a public program several times during his school career, both elementary and high school.

The broader teaching fields generally necessary in a small school are desirable in some respects. Specialization is not so narrow. One's daily work is more varied and interesting, preferable to the deadly routine of one class after another in the same subject and at the same level. This sort of non-specialized teaching calls for more resourcefulness on the part of the teacher, it is true. But it reacts to his benefit in making him a better informed person, a multiple-sided personality.

•

The small school and town make fewer demands upon one's time, giving more opportunity for the development of the inner resources which are an essential part of a wholesome life, whether it be lived in city or country. One is closer to nature, suffers less from the confinement of walls, streets, sidewalks; has time for reading, for private study and research.

For the administrator, the small school can serve as a real life laboratory, in which to practice what is taught in the universities and normal colleges. An opportunity for experimentation is presented which is lacking in the large, systematized schools where too much independent thinking and doing are more likely to be frowned upon than encouraged. There is much more chance for self-expression than would be the case in an elaborate, highly organized system.

"Of 25,000 teachers in the State of Iowa, about 18,500 are teaching the current year in rural communities of 2,500 or less population. . . . The latest edition of 'Who's Who in America' shows only two states with a larger percentage per thousand of population than Iowa. Of course not all the credit for this remarkable showing can be monopolized by the schools, but there can be little doubt that a large share of the responsibility belongs to the educational system."

•

There is the comfortable feeling, too, for the teacher—even more for the administrator, in a small school, of holding the position of a big frog in a small pond.

It is true that the tenure in small towns is at present of a more or less precarious nature. This situation does need some remedying before the town can be regarded as an ideal teaching location. It is an unreasonable development, too—this uncertain tenure of small town staffs. Towns do not up and change doctors, dentists, lawyers, veterinarians, barbers, grocers, and others, because they get tired of them. Nor do they drive them away because they believe successors may run better establishments. I know doctors who have been *in situ* a quarter of a century, but no one would think of not putting up with them. To persons in need of medical service who do not want to be tampered with by these doctors another course is open; go to another town to be doctored. (Or don't be doctored at all.) The principle may be applied to other fields. But, at present, teachers really are in many places, large as well as small, at the mercy of whims.

As for myself, I cannot complain. For the first twenty years of my life I lived in a city of 45,000. Since then I have spent nine years teaching and living in villages of 150 to 800 population, and I like it. I have two young sons whom I should like to raise in this little city of 500 where I teach.

I like neighbors, and I like those that are near us. I can go out to ski, to bobsled, to drive; to play bridge, chess, cribbage, poker. We live about an hour's drive from a city of 60,000, which excels in shopping and theatre attractions. As far as I know, few censorious eyes follow me. Teachers in city schools boast of their independence. Perhaps my town is unusual. As for my wife, she has all the social contacts she can take care of.

•

We had better go slow in the elimination of the small school. No state probably is a better example of the effects of the small school than Iowa. The latest edition of Who's Who in America shows only two states with a larger percentage per thousand of population. The normal expectation for Iowa is exceeded by 300 per cent. Of course not all the credit for this remarkable showing can be monopolized by the schools, but there can be little doubt that a large share of the responsibility belongs to the educational system of the Hawkeye state.

•

Maybe I am only rationalizing, but I cannot help feel the truth inherent in my stand. And then, too, I had rather be "king of a village in Spain than a slave in Rome."

Experiment in Physics

By PAUL V. MURRAY
Mexico, D. F.

Awarded Fifth Prize in The Journal of Education's Third Annual Short Story Contest

THE November sun shone warmly down on Avenida San Ildefonso, brightening the ancient building that now housed Secondary No. 6. Black-robed Jesuits had taught Latin and Greek to Indian children within the shaded patios of this old college in days gone by, but no thought of the long-dead teachers or their pupils entered the mind of Guadalupe Sanchez as she walked slowly up to the entrance and said "Buenos dias" to the porter at the door.

"Who is she?" said the porter to his companion, for he was a new employe, and the little blind girl and her cheery greeting were alike strangers to him.

"That is Lupe Sanchez," answered the old janitor. "She is totally blind, as you observe, but that does not keep her from being one of the best students in the graduating class. I hear that some of the teachers are trying to get her a scholarship at a large school for the blind in the United States. She deserves it."

"Of course she deserves it," agreed the new man. "And will she have a part in the exhibition for the Subsecretary of Education this morning?"

"I should say she will! Lupe is to explain the workings of a physics experiment, and the girls tell me it will be the greatest moment of her life when she stands up in that room and faces the Subsecretary. Maybe we could sneak up and watch it when the time comes."

•

The blind girl walked unerringly down the corridors of the old school and found her locker. She put on her smock, ran a comb through her short black hair, and descended the stairs to the main patio. She entered the room where the physics exhibit had been arranged and was greeted with glad shouts by her companions.

"Lupe, Lupe, this is your big day," cried little Amelia Rio. "We have everything arranged already. All you have to do is stand on this box in front of the apparatus and we'll hand you all the things you need. Miss Rangel has just been in to visit us, and she says she knows your experiment will be the best of any."

Lupe smiled through her sightless eyes and took her place beside the table. "Miss Rangel is the kindest person in the world, and the best principal in Mexico. I'm a little nervous, but I'll get over that, once we are started. But, girls," asked Lupe a bit shyly, "do I look all right?"

"You look very nice," Amelia assured her, and the others chorused assent.

•

At 11 o'clock, a large sedan drove up in front of Number 6 and three men got out. The first was short and fat Senor Miranda, head of secondary education. The second was Senor Pena, his assistant. And the third was the Subsecretary of Education. Miss Rangel met them at the door. The Subsecretary smiled an apology.

"Sorry to be late, Miss Rangel," he said, "but we were unavoidably delayed at the office. I can spare only an hour and shall not be able to stay for the luncheon or entertainment. Will you show me through the exhibits at once?"

Miss Rangel smothered her disappointment under an answering smile, and led the way to the main patio and into the physics exhibit. Two rather bashful girls began a nervous explanation of their gravity experiment. When they finished the Subsecretary nodded appreciation and passed on to the next. In ten minutes he had reached one end of the large room. Then he turned to the principal and whispered: "I'm afraid we'll have to go on to the next exhibit. I'm terribly sorry, but I can give them only an hour. Does this door lead to the chemistry room?"

"Yes, straight on ahead," assured Miss Rangel, trying to stifle the tremor in her kindly voice. Poor Lupe Sanchez, she thought. Waiting to give her experiment—and no one to listen!

The girls grouped around Lupe at the other end of the room could not believe their eyes as they saw the Subsecretary and his party leaving the room. What was he doing? Hadn't he seen that Lupe was blind? Couldn't he have listened to her anyway?

Amelia Rio whispered to one of her companions. "Tell her

they will be here directly. We must give her her chance," and she walked swiftly in the direction of the retreating guests.

•

Lupe was doing magnificently. Her hands moved unerringly to place in their exact positions the various objects her companions presented. Voice strong, nerves steady, she moved through the complicated experiment with never a pause or mistake. The spectators marveled at her calm, her grasp of something she could not see. It was indeed a triumph for the blind girl.

As she brought her explanation to a close, there was a little ripple of applause, something that had been given to no other student. Then she heard a kindly voice.

"My congratulations, Miss Sanchez. Your teachers should be as proud of you as your parents undoubtedly are. I wish you great success in your work when you leave here."

Out of the dark that covered her, Lupe felt a hand lift her own and clasp it warmly. Overwhelmed with joy, she brushed the tears away with her free hand.

But what she did not see, as she felt her hand released, was the man who made his way to the door, tears in his own eyes, oblivious to the whispered thanks of Amelia Rio.

It was the new porter.

What Makes a Great Teacher?

By ORLIE M. CLEM
Superintendent of Schools
Owego, New York

In this second article Dr. Clem decries mass production methods and stresses personality.

GREAT teaching personality is not a matter of inches or pounds. Witness the following great-small teacher in a difficult situation:—

> "Almost in the twinkle of an eye the young mischief-makers became aware that a woman's eyes and scorn and white-heat anger may be vastly more overpowering than slaps and whips. Here was a tiny bit of womanhood unafraid, wholly self-confident, sure of her ability to handle the situation. Her personality vibrated power. She did not scold, or whip, or pull ears or slap dirty cheeks. She looked; she stabbed with her eyes; she withered the leaders of rebellion with a few scornful words and hypnotized them with a sudden smile that filled the schoolroom with something strangely beautiful to children who had long been accustomed to curses and whips at home and in town. Suffice to add that the little teacher remained in that school three years. She weighed about ninety pounds, ninety pounds of dynamite."

In teaching, the pedants, charlatans, and hucksters cannot be located by meter stick, spring balance, or rating scale. The Kants and the Steinmetzs may be equally effective with the Charlemagnes and the Bismarcks. Evidence now available indicates that the correlation between great teaching and intelligence is negligible.

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The influence of personality transcends intelligence.

Dewey and McLellan write:—

> "The fundamental principle is that personality communicates itself. . . . In a word, the teacher makes the pupil love what he himself loves and hate what he hates. . . . The despiser of the classics becomes an enthusiastic student of Homer and Vergil; the hater of mathematics takes to geometry and the calculus; and the un-imaginative plodder becomes saturated with the beauty and strength of Milton and Shakespeare."

Great teacher personalities enable the pupils to have life, and have it more abundantly. They give supremely of themselves, knowing that he who will find his life must lose it. In the teacher-pupil relationship, human soul stuff moves in each direction. Also, as Emerson says, "The real teacher speaks from within rather than without."

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Great teaching places emphasis on the child, not on mechanics. The Great Teacher "placed a child in the midst." In the confusion of current computations, analyses, and techniques, a still small voice counsels that we render unto the child what belongs to him, and unto machinery what belongs to it. Vainly salvation has been sought in statistics. To equate groups, test by rule, score by stencil, punch calculating machines, and substitute in formulae, is but mockery if the child in the midst is forgotten. Vainly salvation has been sought in volume; big enrollments, big surveys, big drives, big buildings, big administrative and supervisory staffs, big office files. Vainly salvation has been sought

in factory methods. The text with its exercises constitutes the job—the pupils, the hands; the teacher, the room foreman; the principal, the straw boss; the board of education, the stock holders; *ad nauseam*. In this mass production process central offices are filled with typists, clerks, calculating machines, mimeographs, and push buttons. Each straw boss is equipped with a mechanical device for checking room efficiency, and a stamping machine. Mass production becomes both Mecca and mania. Hopelessly salvation has been looked for from panaceas, slogans, and cliches. Constantly one hears of "The honor system at Siwash, the re-organization at Jerkwater, the point system at Podunk." Such concepts as project curriculum, Winnetka plan, differentiated assignment, creative teaching, individualized instruction, are tossed about in educational ping-pong. Is it any wonder that Professor Dewey has recently designated the characteristics of American education as mechanization, quantification, standardization? Is it any wonder that Professor Shambaugh of the University of Iowa exclaims:—

> "Less of organization, less of regimentation, less of supervision, less of testing, less of classification, and less of standardization; more of synthesis and less of analysis; more of creation and less of manufacturing; more of the individual, and less of the crowd; less of efficiency and more of living; less of the letter and more of the spirit."

"Placing a child in the midst" in teaching does not mean placing him in the midst of mechanisms. The laws of gravity or of heredity or of relativity do not tell the full story of the universe; nor do any laws of mechanics tell the full story of human beings. The futile quest of salvation through mechanisms has been well shown by James H. Posner:—

"I met a little city girl
And she was gaily clad,
Yet there was something in her look
That made my old heart sad.

"'Sisters and brothers, little maid,
How many may you be?'
'Why, I'm the only child,' she said,
And wondering looked at me.

"'And how is that? I pray you tell.'
She answered: 'Can't you see,
That mother has no time for more?
Her job is studying me.

"'Kirkpatrick, Dewey, Thorndike,
Montessori, William James—
She's made exhaustive studies
Of their theories and aims. . . .

"'Since she has studied Jung and Freud,
Her aim has been to find
The psycho-analytic depths
Of my sub-conscious mind.

"'Biologists, psychologists,
Professors of all factions,
Each has contributed his share
To shaping my reactions.'

"'Alas, poor little maid,' said I,
'"Twould put me in a passion
To be so vivisected in
Such laboratory fashion.'

"'Oh, see you not,' the child replied,
'That I've found my vocation
In serving as the instrument
Of Mother's education?'"

True education is not measured by experiments involving nonsense syllables, mazes, and white rats. Neither is it comprehended by rote knowledge of such mechanical facts as the multiplication table, dates in history, Latin declensions or detailed structure items of civics. Such materials alone may train, frequently strain, but never educate an individual. Thought, personality, and character can never be forced headlong into a test tube nor upon a rating scale. Mechanization does not provide for getting to the soul's inmost core. It neglects the "child in the midst."

The differential factor in great teaching is the point of contact between the teacher and pupil. To realize this means to "place a child in the midst." The ideal relationship is a peculiar alchemy as between the old master and his apprentice, the magic charm of affection and kindliness. The crux of the teaching process is at the point where the electric spark of understanding completes a spiritual circuit between two souls. Socrates understood this when he said: "How can a man learn from one who is not his friend?" He practiced it in his discussions with a few friends on the banks of the Ilissus. So did Plato in the Academy, and Jesus with the Twelve. This same friendly exchange of ideas existed between Pythagoras and his intellectuals at Crotona; between Abelard and his charges on the heights of St. Genevieve; between Helmholtz and Johann Muller; between Agassiz and Shaler; between Mark Hopkins and the farm boy.

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A student of Louis Agassiz once wrote:—

> "I was one of those favored few who years ago tramped over the hills of old Switzerland with that master teacher, Louis Agassiz. The relationship seemed to be not that of master to pupil. We seemed to be on a parity."

And so it was with the students of Pestalozzi, the boys of Arnold of Rugby; and so it is today with those who have felt the electrifying mind contact with such master teachers as Bagley, Briggs, McMurry, and Kilpatrick. These great souls give us something of themselves which is everlasting.

We Take Up Parliamentary Law

By BESSIE E. GOFF

State Teachers' College

Hyannis, Massachusetts

"NO, I certainly did not like the way that motion was made and carried, but I didn't know what to do to change it." How often we hear this or a similar remark at the close of business sessions of various organizations.

At one session of our all-school meetings our student body showed that they were thus bewildered. They became involved and at the end some hardly knew what they had voted. Our faculty then took a hand and decided to devote one assembly period (thirty minutes) a week to a practical study of parliamentary procedure. The planning for such work was given into the hands of two faculty members. After consultation, these two decided to increase the committee by adding one other faculty member and the presidents of our four classes and of the student council.

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It seemed desirable that we should conduct a few demonstration meetings and that we should follow these with open meetings in which the student body should participate. Developments have shown the wisdom of this decision.

We held the first meeting of "The Society for the Study of Parliamentary Procedure" on March 20. Before this first meeting was called to order the president of the junior class gave a short talk in which she emphasized the value of a knowledge of parliamentary procedure, and explained to the assembled group the purposes and plans of the committee.

This first meeting was called to order by the faculty member who had been elected as presiding officer. After appointing a secretary pro-tem the chair stated: "This meeting has been called to demonstrate the making of a simple motion and the voting thereon. There has been some question as to the best use for class meetings and conferences of the 11-11:20 periods on Tuesdays and Thursdays and it seems wise for us to discuss this. The chair awaits a motion." As pre-arranged one member of the group made the appropriate motion and the motion was seconded. As planned, when the chair asked for discussion two members arose simultaneously, and the maker of the motion was the first to be recognized. (This was explained by the chair as the member was recognized.) Later when two members rose to speak the one who had not previously spoken to the motion was the one who was recognized. When the vote was taken the chair asked for a vote by acclaim, was in doubt, asked for a standing vote and announced that the motion was lost. The meeting was adjourned but before the assembly was dismissed the president of the senior class gave a brief resume of what had been demonstrated. The following was his summary:—

1. In the absence of a secretary, the chair appoints a temporary secretary.
2. A motion should be as concise as possible and should relate to one subject. The motion is preceded by "I move" rather than "I make a motion." If the motion is a long one it may be written and handed to the chair.
3. The maker of a motion has the privilege of speaking first on the question.
4. The chair gives preference to those who have not already spoken. A member having once spoken on a question must yield the floor to any one who has not yet spoken.
5. The chair being in doubt as to the result of a vote by "aye" or "no," may call for a show of hands or for a standing vote.
6. The motion to adjourn is undebatable.

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At the second meeting the purpose of the demonstration was stated by a member of the committee. The chair asked for the minutes of the last meeting. These were read and approved. At this meeting the secretary's resignation was read by the secretary pro-tem. This resignation was accepted, and the secretary was instructed to send a letter of appreciation to the retiring secretary. The chair then asked for nominations for secretary and refused to entertain a motion to close the nominations until time had been allowed for all who wished to make nominations. Following a motion from the floor it was voted that the election be by ballot. This gave opportunity for instruction in casting ballots, appointing tellers, duties of tellers, report of tellers, procedure in case of a tie vote, and the form in which the chair should announce the election. At this meeting the correct method of amending a motion and of voting on an amended motion was demonstrated. Following

is the summary given by one of the students at the close of the second meeting:—

1. A letter of resignation from the secretary was read. A letter of resignation gives the reason for resigning and definitely states when the resignation is to take effect.
2. After the first nomination for secretary was made it was moved that the nominations be closed. The chair ruled this out of order because insufficient time was allowed for further nominations. After reasonable time has elapsed someone may move that the nominations be closed. This must be passed by a two-thirds vote.
3. The motion that the vote be by ballot was undebatable.
4. The chair appointed the tellers. There must be at least three—one reads and two check on the telling boards, and these are checked with one another to make sure that the report is correct. The chairman of the tellers reports total number of votes cast and number of votes received by each candidate. The chair then announces the result of the election.
5. After a motion has been made, seconded and discussed, someone may move its amendment. After the amendment has been seconded all discussion must pertain to the amendment, and any on the original motion is out of order. After the amendment is passed, the original motion as amended is voted upon.
6. The motion to adjourn has precedence over any main motion, and is undebatable.

It should be stated that a different committee, under the direction of the original committee of two faculty members, planned for the work and the method of procedure for each meeting.

"During the period of three months during which these meetings were held many class officers and students expressed their recognition of the value of such work. The frequent questions of procedure brought to the faculty members in charge of the work showed that students and faculty were all interested in correct practice, and were cognizant of the value of correct parliamentary procedure."

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For our third meeting we planned to have a period in which the entire school should participate. Accordingly we arranged to have a motion made which would be of interest to all. The entire student body and faculty were invited to participate in discussion and in voting.

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In order to bring some variety into these meetings we then planned for two meetings in which reports dealing with the duties of various officers and committees should be given by members of the student body.

After the meetings our college group held four more meetings for the study of parliamentary procedure. At the first meeting, assuming by-laws providing for a nominating committee of three members, we elected a nominating committee to report at the subsequent or "annual" meeting. We also elected committees to plan for and conduct the last two meetings of the series.

At the "annual" meeting we had the usual annual reports (of necessity fictitious), and we elected, by ballot, a chairman, a vice-chairman, a secretary, and a treasurer for the ensuing year. Before adjournment the new chairman was welcomed to the chair by the retiring chairman.

The next meeting was conducted by the officers of the Women's Athletic Association as a demonstration meeting—not as an official one.

The final meeting of the series was conducted by a committee elected at a previous meeting. One member of the committee served as chairman and another as secretary. At this unofficial meeting of the college group a matter of vital interest was discussed and voted upon after the amendment of the original motion. Thus our final meeting rounded out and applied procedures demonstrated and discussed at previous meetings.

The question, "Were these meetings of any lasting value?" should be raised and answered. During the period of three months during which these meetings were held many class officers and students expressed their recognition of the value of such work. The frequent questions of procedure, brought to the faculty member in charge of the work, showed that students and faculty were all interested in correct practice and were cognizant of the value of correct parliamentary procedure.

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During the following year there was a decided improvement in the way in which the young men and women of the college expressed themselves in all college business meetings. And perhaps the greatest tribute to the value of the work came from a young woman who had accepted the position of leader of a group in her home community. She reported that when she began her college work she was timid and self-conscious and very much afraid to express herself, and that now she is able to conduct meetings and take real pleasure in the work. She furthermore said that last year's meetings in parliamentary practice were largely responsible for the change.

Chicago's Firing Squad

Roll Call of Ten Superintendent Victims

By W. H. CAMPBELL

This article was written early in March, three weeks before the death of Superintendent William J. Bogan. We reprint it in condensed form from "Chicago's Schools," official organ of the Citizens Schools Committee.—The Editors.

TO speak bluntly, Chicago keeps a firing squad, otherwise called a Board of Education, for its superintendent of schools, with orders to shoot to kill when commanded. Such orders have been followed with regularity and efficiency.

What does Chicago do to its superintendents? It emasculates them; throws political and commercial nets about them; and when they can no longer be used, drops them upon the dump heap, wilted, broken, humiliated remnants of what were once strong, proud, influential characters. This indictment is not too strong. Test it by the recorded facts. What superintendent has passed unmangled through the Chicago machine?

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More than forty years ago George Howland buried his troubles and shattered nerves in an untimely grave. His successor, Albert G. Lane, was a successful educator in the prime of life, alert, ambitious, and far-seeing: a school man who had earned his spurs and was recognized as an educational leader among school men throughout the nation. What happened to him? He was badgered and pulled and driven and threatened and humiliated until, when he was stood up against the wall, he was ready to sink into an inferior and almost nominal position, to wear out his remaining days trotting about from building to building to show how the mighty had fallen.

Then came E. Benjamin Andrews. A great man was drafted from the presidency of Brown University. He knew no more about public schools than a child, but his eminent position and political views promised to be helpful to the powers then in control. Alas, poor Benjamin! In casting their net for a flounder they had caught a shark. He refused to be badgered and ordered about and run over. He insisted upon being recognized as superintendent of schools. The firing squad had met its match. He was given months of pay and given a permanent vacation.

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He was followed by E. G. Cooley, and the school force thought they had a man who knew public schools and was strong and fearless. He was. But who can stand against the combination of politics and big business, enforced by public apathy? Cooley, a crushed and broken man, fled to Germany for rest. For months, in spite of reiterated reports that he had resigned, the good German president of the board assured the public that he was merely on leave of absence to study educational methods in the fatherland. But he came home a physical and spiritual wreck to hide himself in an obscure position until his death.

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Mrs. Ella Flagg Young came to the rescue. She was a woman to the manner born, a Chicagoan among Chicagoans; educated and trained by long experience in the Chicago system; a recognized executive; a woman of unusual skill and ability. Surely she could survive. But no woman in a great public position was ever treated more discourteously and brutally than she. She was a fighter, but the squad got her; forced her out; and her life work was ended under a cloud.

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John D. Shoop followed. No superintendent was ever inducted into office with greater eclat and enthusiasm than Mr. Shoop. The Board outdid itself in fulsome flattery and baseless pledges of loyalty and support. A few months showed Mr. Shoop the path marked out for him to follow. He was an honest man, but not a strong man nor a fighter. He broke under the pressure and before his brief term had expired he relieved the firing squad by quietly and suddenly dying.

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Then the wise men got together and appointed a great and good committee to comb the country for the best school superintendent in the United States. Out of the deeps Mr. Chadsey of Detroit rose to the offered bait, and with a handsomely increased salary was installed. But he scarcely had learned the names of his office secretaries and the compartments in his desk and how to whirl around in his whirligig chair before the powers that were, with the help of the police and the courts and much noise, ousted the poor man. Mr. Chadsey had not been in the machine long enough to be broken. He had been humiliated and deceived, but fortunately a great university recognized his predicament and his ability, and by coming to his rescue enabled him to continue his career to the end of his life.

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Mr. Mortenson, another Chicagoan, was selected as the next victim. Chicago never had a superintendent who was received

with more good will and enthusiasm by the teaching force. It was thought that sanity had at last appeared in official quarters. Peace reigned; the broken fragments were gathered up and mended; actual progress was made in the schools. But clouds soon gathered. Thunder rolled out from city offices and from the city press, with threats from the courts. Quailing and fearful and discouraged, Mr. Mortenson threw up his hands and permitted things to drift until the end of his term when he retired under the most humiliating conditions.

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Another nation-wide search produced a man from New York, William McAndrew, one of the most versatile school men in the whole country. He entered upon his work with a world of enthusiasm and assurance. He was asked by one of his associates if he had made his will and prepared for execution. He laughed and said that he was sure of the support of the Board and had been assured of re-election so that he might serve two terms and so carry out the policies outlined. His friend remarked: "Poor guy! He is about to take his final degree in educational methods." And so it was. He was given scarcely time to survey his new field when the assault began. McAndrew was a fighter, and knowing his rights under the law was not afraid to maintain them. The result was inevitable. He was trampled upon, over-ridden, and insulted. In spite of the law made to protect superintendents, charges were trumped up against him, and long before his first term was up he was suspended after one of the most absurd and ridiculous "trials" on record since the days of Horace Mann. Neither the law nor the facts could protect him. He would not sign on the dotted line, and so must needs go. He survived the ordeal because he was a born fighter.

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And then came Mr. Bogan, another Chicago product. No need to tell what has been done to him. Wonderful to relate, he achieved a second term. Mr. Bogan is in the service of the Board at this writing, but we understand that he has been worked along as far as the hospital, and if he survives he will be up for execution next June.

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What has Chicago done to its superintendents? Scan the record for answer. The great public for whose children the schools are run has stood supinely by while legislative enactments, Board rules, and long-established customs have been ruthlessly disregarded as political and big business whips have lashed the helpless victims who were led by skillful baiting into their trap.

It may be asked how it happens that in spite of the record outlined here the Chicago schools have maintained a relatively high standard. The answer is to be found in the teaching profession itself, where the devotion to ideal standards of accomplishment continues in spite of increasingly discouraging conditions for work. Chicago has been fortunate in having a corps of principals much above the average. They have been able to hold their schools to creditable accomplishment in spite of outside friction and interference. The schools of Chicago would run a long time and do excellent work if there were no superintendent at all, if only the teachers were given equipment and materials with which to work in peaceful surroundings. But if present tendencies continue, the question at the beginning of this article will have to be extended until instead of asking, "What does Chicago do to its superintendents?" we shall ask, "What does Chicago do to its teachers?"

From a Schoolman's Diary

By FRANCIS READ
A High School Principal

Comradery

The chairman of our attendance committee offered last fall to give one of our biggest senior boys the best dinner he ever ate if he would go through the year without a tardy mark. The chap, naturally lazy and hampered by unfavorable home conditions, had bothered exceedingly by not getting around on time. No penalty seemed to have any effect upon him, but he responded to the new proposal and has not been late this year.

As I was passing through the hall at recess I saw a boy standing in a group with his arm around one of the girls. A young man of the faculty slipped up to him, and said solemnly: "Look here, big boy, you must not claim any privileges that the rest of us cannot enjoy." Everybody near by had a good laugh, no one took offence, and the pupils concerned will be more careful.

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"I'm naturally disorderly, as you probably have observed," a teacher said to the pupils in her home room. "I'm going to turn over a new leaf now, and I'll wager that no pupil in this room can keep his desk in such condition as I shall keep mine." The students accepted the challenge, and the room had the finest appearance of any in the building.

A little comradery mixed with school discipline will produce wonderful results.

Salesmen as I See Them

By KENNETH R. PATTERSON
Superintendent of Schools
Mayfield, Kentucky

"Salesmen are of many kinds. To me, however, salesmen fall into two groups."

THERE are days when a superintendent has little time for more than a few words with the salesman, regardless of his goods, his humor, or his connections. Again there come those days when hours are well spent in company with the agent of an unknown company whose products probably could not be used in connection with any type of school. Salesmen are of many kinds. They may be classified according to the merchandise they offer, as books, engineers' supplies, athletic equipment, etc.; or they may be classified as poor salesmen, efficient salesmen, experienced or inexperienced. To me, however, salesmen fall into two groups—those I gladly hear and those who must be heard.

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A superintendent usually recognizes a visitor as a salesman before he has an opportunity to state his business. A glance through the office window frequently gives notice of an unwanted visitor or of a welcome chat with an informed and very pleasing person. Strangers should always be heard, for one never knows what fortune they bring. Those recognized because of previous visits are given the time necessary for courteous dismissal or for placement of orders for desired goods or services.

Late in the afternoon of a difficult day, the last person admitted to my office was a stranger and a salesman. Somehow enough energy was forthcoming to give the usual greeting and to offer the man a chair. After this I relaxed for the expected line of sales talk. His proposition was heard rather listlessly but with increasing interest. There being no chance for a sale, business was soon concluded, but the conversation did not end. For more than an hour this salesman was led to divulge rich travel experiences. He drew fine pictures of famous personages which were the result of countless contacts. Before leaving he had related a marvelous story of regaining physical and mental health, lost through the rush of modern living, by a stay in the wooded wilderness of the Northwest, and of his return to a new task with a new philosophy. This salesman will be a welcome visitor when he returns.

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Some salesmen never leave anything behind but the duplicate of a bill of goods, and many are not privileged to do even this. Most superintendents like to do their buying among those people who call regularly, representing reliable companies, and who leave something behind besides the sales slip—that intangible something by which the poets have said, "heart calleth unto heart." Recently a salesman inadvertently dropped a kodak picture to the floor. This incident led to a pleasant half-hour, for the scene was that of a familiar camp south of James Bay in Ontario. It was rare recreation for me to hear his story. He was ready and eager to discuss with a novice the fine points of fishing, of boating, and of picture making. During the time he was reliving a wonderful experience for me, he could have been pressing for a sale, or he could have made another call. This man probably knows other buyers who do not enjoy the salesman who must make a sale and be gone. I shall be eager to give him any business possible without the asking, for he has mastered the fine art of sharing graciously and simply the rewards of a rarely rich experience in living.

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Enough has been said of the stranger making his first call, and we are left to comment on the known representative. The agents of large publishing concerns probably make up the majority of this class of sales persons, unless it be those of the companies dispensing janitor's supplies. The superintendent soon forms opinions of these and favorites soon head the list. One, a favorite bookman of my acquaintance, seldom has anything to push. He seems never to try to rush me into a contract, although surely his manager's words must be fresh in his mind. Always he has plenty of information and judgments that are acceptable, because I learn the facts desired without the "technicolor" all too frequently found in the salesman's viewpoint. He spends a few minutes or many and always appears ready to be gone when I must attend to other matters. Obviously he is truly welcome, and I find it difficult to dislike the productions of his company. He will allow the talk to drift easily into almost any realm, and regardless of the topic, he has something to contribute to my information without being ostentatious. There is never an evident effort on his part to keep me thinking of the books

he wishes to sell. It is a pleasure to see him approaching.

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A salesman who knows his products will certainly find a happier reception than one who knows only the prices and the discounts. He should be able to give honest and accurate information about his goods; more than this, he should know something of the manufacturing processes and of the raw materials in the event he has an opportunity to state these facts. I prefer to deal with the man who has genuine confidence in his wares and who does not attempt any misrepresentation. It is a fatal error for a salesman to launch himself upon a faulty description of something about which the buyer is already well informed. For a salesman to remain on my preferred list his merchandise must always meet the stated specifications. In return I am mindful of the fact that the best price does not always constitute the best bargain.

Among the favorite salesmen of a superintendent may be the one who on each trip brings along a new story. Then there are those who may be trusted to repeat the latest inside news of the profession. Some are not slow in bringing attention to a bit of gossip. All types of salesmen have their say in my office, and many of them decide the length of their stay.

First visits seldom mean sales, for the old favorites must be considered, yet the first visit may decide whether he will be welcome to call again. . . . Too much pressure builds up resistance and kills many sales. I will buy quickly if I have needs and the money to meet them, but for mutual satisfaction, send the salesman to me who brings a deep and rich philosophy of living into my day's routine, a man who, when he has gone, makes me glad to say again: "I am a part of all that I have met."—*Reprinted by permission, Kentucky School Journal.*

Give Pupils a Break

By WORCESTER WARREN
Superintendent of Schools
Bridgeport, Connecticut

Soon you will be planning another school year, and this friendly counsel to teachers may prove useful.

THE first thing to consider in giving the pupil a break is to give him an agreeable beginning. In order to do this I am requesting that there be no home work for the first three days (Wednesday, Thursday, and Friday). Spend these days in selling the course to the pupil. Answer the question why he is taking this course. Do not spend this time in frightening him about the possibility of failure in the course. Give him a preview of what you expect to do during the year that will make him want to take it.

The second consideration in giving the pupil a break is an intelligent beginning. Give him a definite idea of what is to be expected of him, the large objectives of the course. Let him as well as yourself have the satisfaction of trying for these goals. I contend that this can be done in an interesting way without frightening him. Base what you do first on what the pupil already knows. Start with a carefully planned review of the fundamentals which he has already learned and which are basic to the work you expect to do. Inasmuch as he has not been doing any school work for the past two months, this review is valuable and also appeals to him as being fair. After you have given him what you consider to be a worthwhile and fair review give him a test which will reveal what he knows of what he will use in work of the year. Do not use this test as a basis of failure. Do not talk failure in connection with this test, but use the results of this test as a starting point for your work and as a basis of planning for the year. This can be done in all the subjects, language, mathematics, history and government, and manual arts. In planning the work for the year be careful of your assignments of home work. There is not any great reason for home work below Grade 6. It is better done in the classroom. In Grades 6, 7, and 8 and even 9 it is well to distribute the home work between the different departments by days, mathematics on one day, English on another, and so on. In the work of the high school provide a definite time for study during the school day. If the periods are long the students should have a part of the period to study. If the periods are short his study periods should not be interfered with. There should be as much classroom work in high school on the laboratory basis as possible. Salesmanship and directed activity will accomplish larger results than hearing recitations and assigning home work.

The Latin department is awakening to this realization and doing a fine piece of work along this line.

In giving a pupil a break I want you to pay special attention to careful review before giving tests upon which you expect to base marks. I used to know a lawyer who in presenting a case to the jury spent half of the time telling the jury what he was going to prove, and the other half in telling them he proved it, and he used to win his cases. We have six marking periods. I am asking for a careful review of the work of each marking period during as much of the last week as is necessary in order to be fair with the test upon which the mark is to be passed. I am also asking that the last marking period of the year be planned so that it can be partially devoted to reviewing the fundamentals of the year's work. I mean by fundamentals especially those knowledges and skills which will be used in the following year's work or which can be considered to be absolutely important in themselves. This program contemplates devoting eight or ten weeks of the forty-week year to review work; from 20 to 25 per cent of the time. It necessitates careful selection of the more important phases of the work, and it necessitates also well-planned use of every minute of the time. It may seem to place too much emphasis on knowledge and skills but I believe it will give pupil and teacher the satisfaction of accomplishment and improve the articulation between the grades.

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Another consideration in giving a pupil a break is careful and fair marking. Our committee on reports and records has accepted the following definition of marking proposed by Superintendent Worth McClure of Seattle, Washington:—

"School marks have no validity either as penalties or rewards other than those implied in the three purposes given below:—

1. They provide the school with suitable records for child accounting and child guidance, strengths; weaknesses to be built up; interests and talents to be developed or encouraged.
2. They provide the child's parents with simple intelligible reports as to how the child progresses and how they with the help of the teachers may best contribute to his success.
3. They provide the child himself with a profile of his own growth so that he may make adjustments as required, and may have that impelling challenge of self-competition."

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Please remember that a mark is a report to the parent of the work of his child. It is not primarily to be used as a penalty to stimulate or motivate that work. As well-trained teachers we should be able to have at our command better methods of stimulation and motivation. The report card mark indicates accomplishment. It should indicate a true picture at the end of each marking period. I want to emphasize this especially with reference to the marks given at the beginning of the year. At the end of the first marking period if the pupil deserves 100 do not give him 90 on the general principle that he should have a low grade at the beginning of the year. On the other hand do not give him 90 if he deserves a 70 on the principle that he needs encouragement. To misrepresent marking never did any child any good. Let the mark represent the result of testing after careful review on the fundamentals.

In order to give a pupil a fair break it is necessary for every member of the staff to carefully plan his work for the year. It is especially necessary for the teacher to make a general plan for the year, a definite plan for each marking period and an even more definite plan for the week, and a clear cut plan for each day. These plans should be made with reference to the needs of the pupils as shown by diagnostic testing and by observation. If you must lecture plan your lectures and bring illustrative materials to make them interesting. The great trouble with the lecture method was that it often gave the teacher an excuse to take advantage of the class time for unplanned oratory. It got nowhere. In your planning seek chances to experiment with method and materials after consultation with the principal. Encourage the good student to work independently. Let home work be a privilege rather than a penalty.

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In addition to an agreeable beginning and an intelligent plan of work the pupil is entitled to training that will make him independent and responsible. During the past few years in educational meetings of the N. E. A. and the Department of Superintendence there has been a great deal said about the responsibility of the school for indoctrination. Indoctrination is not the responsibility of a public school teacher. It is our responsibility to train the independent thinker. We are more concerned in how clearly he thinks than in what he thinks. We are not propagandists in a classroom. Independence is not the only trait of character in which we are interested. We also desire to develop trustworthiness. Both qualities can be strengthened. You have that responsibility. How can this be done? You can develop inde-

pendent clear thinking by building proper study habits, stimulating curiosity, teaching him how to find reliable information, rewarding him for doing it, encouraging him to challenge everything he doesn't understand, requiring him to give reasons for positions he takes, raising the eternal "why" so that it becomes a part of his being and so that he is unhappy until he can answer it satisfactorily to himself. You can develop dependability by being fair and just to him so that he relies on you, by carefully teaching proper study habits and effective work habits so that he acquires self-confidence, by carefully checking his work and giving adequate time for drill and review so that he develops self-respect, by giving increasing opportunity for independent work to those who grow into that power, by making this opportunity a reward which will stimulate others to strive for it. Challenge the pupil's mental capacity and his personal pride in his ability to stand on his own feet. It is our responsibility to train boys and girls who can and will think for themselves and act accordingly and who can be absolutely relied upon.

Give the boys and girls a break in their school experience of this coming year, by using salesmanship in the beginning, by carrying on an intelligently planned program and by making the primary objectives of this work, the development of the power of independent action and the sense of responsibility.

The Fairhaven Character Plan

By CHARLES F. PRIOR
Superintendent of Schools
Fairhaven, Massachusetts

An account of principles and methods in character education developed over a fifteen-year period.

PUBLIC schools were established in the first place to insure the success of the American experiment in the democratic form of government. How they were to do so, except by the general diffusion of knowledge, was not specifically set forth by the founders. It is generally admitted that sound individual character and intelligent interest and action in political citizenship are essential to the successful maintenance of our government. Until recently it has been assumed that the school's part in developing these qualifications was done satisfactorily if they were regarded as incidental products. Increasing crime, and corruption in government, while by no means attributed wholly, or in large part even, to defective education, have now led to an insistent demand that the schools undertake more seriously the problem of remedying these conditions. In response to this demand, character training plans, as well as more comprehensive civic courses of study, have been initiated in many systems.

The plan evolved in Fairhaven schools during the last fifteen years has received favorable comment. The following is a brief outline of its basic principles and methods.

What is character? There is no scientific definition available. Fairhaven schools accept the following as the foundation of their work. "Character is a way of life. It is a *habit* of looking beyond one's own personality and personal well being to the effects of one's conduct upon the well being of others."* "Consideration for others including individuals and the welfare of the group, small and large, to which one belongs, is assumed to be the basis of good character." The objective of the Plan is, therefore, the development of a favorable attitude toward social usefulness and civic responsibility.

How may this attitude be developed? One underlying principle of method is contained in the following from Dr. Briggs of Columbia: "We mean by one's character the sum of his attitudes toward problems of conduct. Repeated action leads not only to habits but, also, to attitudes that are defined as 'sets' or disposition to act in certain ways; these attitudes persist long after their causes are forgotten." The Fairhaven Plan assumes that imparting knowledge *about* the desirability of social usefulness and civic responsibility is not enough: this must issue in action or worth while training does not take place.

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Among scientific conclusions in regard to character is this—that school morale is definitely associated with it. For illustration, it has been proven that in schools where the morale is high there is much less cheating than where it is low. In connection with development of morale, it has been found that

* Anson W. Belding, Journal of Education, September 16, 1935 (p. 392).

the accumulative effect is marked of group influences that persist from year to year in the same group. There is such a thing as a group code. The code is closely related to group conduct. Experience indicates that when moral knowledge is incorporated into a code, written or unwritten, it becomes more effective. The effectiveness of it is due to the sanction placed by the group upon it. The purpose of the Fairhaven Plan is to incorporate consideration of others into the code and life of each grade.

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The ideal is not new. Good teachers have always held it. The development of co-operative effort for the school, pupil participation in responsibility, the spirit of democracy, have been the incidental achievements of the best teachers in all times, and the quality of the teacher will ever be the chief factor in the success or failure of any plan. The Fairhaven Plan seeks by *planned* procedures to incorporate a basic factor of character into the code of conduct of every grade and to profit by the accumulative effect of the group sanction of that code. Furthermore, it seeks consciously to make the spirit of consideration for others, of social responsibility, *carry-over* into the home and the community. The method is direct in the sense that it involves a definite, conscious purpose on the part of the teacher. It is direct, also, in that effort is made to cause pupils to *think* of their conduct in terms of social responsibility, and that it includes *recognition* of successful achievement. In other aspects the method is indirect. Little *moralizing* is done. Through precepts, slogans, borders, sandtable projects and other visual aids, by which he is continually surrounded in the schoolroom, and which he has a part in conceiving and constructing, attempt is made to lead the pupil to think and feel that unselfishness, service, social usefulness, civic responsibility, thinking of others first, are desirable characteristics for the school and community citizen. The effort is made, imperfectly, of course, to have every teacher base her management on the code of consideration for others. The fundamental element in the whole plan is emphasis on *deeds* rather than *words* about deeds. Opportunities are constantly kept before the pupil which enable him to carry into active practice efforts for the welfare of others. Deeds of good will and service in each group of which the child is a part—the home, school, neighborhood, and community, are recognized by the use of both informal and formal tokens.

The school is an extension of the home. Children come to it with unequal capacities for the development of character. Studies have been made of large groups of children and of the homes from which they come. The results corroborate the general impression that pupils of the most desirable character come from good homes. But what *is* a good home? The facts are not yet sufficient for a scientific answer. This much, however, is known—"A good home has art, music, refinement and wholesome recreation; it is one, also, where personal relations are harmonious," where a spirit of co-operation obtains. Economic conditions and ignorance condition the making of good homes. But every school *can* have art and music; it can foster wholesome recreation, and it can have an environment characterized by friendliness, love and human understanding; it can have a democratic spirit; it can have co-operation for its general welfare. To live his school life in an environment filled with *planned* measures to stimulate helpful conduct; to relate this spirit of consideration for others to direct activities in the home and community, should have some effect in training the child's character in the sense that character has been defined. It is realized that the specific objective of the Fairhaven Plan is not inclusive of all desirable character traits. But honesty, self-control, industry, self-reliance, moral courage and other qualities are inculcated also, as occasion arises. It is believed that incidental teaching of these becomes more effective because of their relation to the basic one of consideration for others.

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Character and citizenship training are, in a degree, synonomous. Good citizenship implies the possession of information and the ability to apply it in a way to serve the community. The schools have always imparted knowledge and tried to develop the power to think, but they have made almost entirely incidental the development of an *attitude* which would cause intelligence to be applied to the advancement of the general welfare. The Fairhaven Plan does not minimize any of the elements that enter into effective citizenship but it tries to turn the thoughts of pupils from the utterly selfish use of intelligence, by leading them to think about their obligations to the home, the taxpayers, the community, to government in general. It seeks to instill in each pupil a conception of the general welfare, to interest him in it by keeping before him activities in which he can engage and serve it; and by recognizing such efforts in a definite way as a regular part of school work.

The motto of the schools is—"The Noblest Motive is the Public Good"; a desire to do that which is for the public good is what the schools seek

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to cultivate. The motto is found in every school, its meaning and significance are analyzed and discussed. Through grades 5 to 8 inclusive, F. J. I. A. organizations have regular meetings. Pupils learn to conduct these in an orderly parliamentary way. At the meetings reports are made, discussions are held on projects for school and community service. Programs are originated by pupils to stimulate interest in the purposes of the organization. Furthermore, these associations have responsibilities to meet in taking care of certain routines of school management. At every meeting the number of hours of civic service is recorded.

The objectives in the High School are essentially the same as in the grades, but methods are modified to meet the needs of older pupils. Emphasis continues to be laid on deeds rather than words. There is a High School Citizenship Association of which each Home Room is a branch. The latter holds weekly meetings throughout the year. At these meetings topics connected with school and community citizenship are discussed. Concrete case studies of situations involving character in its relation to these topics are made. These Associations, through committees, participate in the management of the school routines. Precepts, pithy sayings, slogans relating to citizenship are kept displayed in prominent places, and are discussed. The High School Citizenship Association arranges for eight or nine civic assemblies each year.

The objectives of the Fairhaven Plan constitute a large order. Education is a slow process. The school is only one factor in it. Immediate results are often discouraging. The ideals of the home, the community, outside associations, often tend to neutralize what is achieved by the school. The utmost that can be hoped for is that the school output will have through this planned training, a larger degree of interest in, and a greater desire to serve, the general welfare. When schools everywhere undertake such training there is a reasonable degree of certainty that the results will furnish a leaven which, in time, will leaven the whole body of our citizenship.

Let's Analyze the Supervisor

By JAMES NEWELL EMERY
Principal, Potter School
Pawtucket, Rhode Island

WHAT are our worst faults in supervision, as our teachers see us? What is the difference between the supervisor and the "snoopervisor"?

Perhaps the most common and the most far-reaching is lack of vision in our supervision. We are so intent on little things that the really important ones are obscured or lost sight of. We are concerned not so much with the teacher's influence on the pupil, what she teaches, and how she gets along with pupil and parent, as how she teaches, and things which seem to us of paramount importance, but which are merely steps along the way.

We worry greatly because she skimps a few minutes of time; because she is occasionally late; because the appearance of her room lacks the immaculate neatness that we consider it should have; because her room is, to our mind, too noisy; because she is late in handing in her reports; because her voice is harsh and unpleasant. To be sure, these are earmarks of poor teaching, and this is no brief for the mediocre teacher; yet a successful teacher may have all of these faults, and yet her work with her pupils in preparing them for the serious business of life may be eminently satisfactory.

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Do we unconsciously assume an arrogance that we do not realize we possess? Do we let the importance of our position go to our heads? Do we feel that the hand of every older teacher and principal is against us, that they are jealous of our authority, and, consciously or not, surround ourselves with a wall of austerity? It may be mere shyness or timidity, but it is difficult to keep our subordinates from mistaking it for the very arrogance that we would avoid.

We start out with a confident enthusiasm for our job. Partly to show that we are livewires, we call a multiplicity of teachers' meetings, grade and group conferences, at which we expound our views and wishes with much detail. We require principals and teachers to attend them, usually after the regular school hours, when they are all tired with the nervous strain of the day's work. In-

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stead of making our meetings brief, snappy and inspiring, or clearing up debatable points, we often load them with a long list of routine matters which perhaps apply only to a small group of those present, and most of which could be handled equally satisfactorily, if not far more so, by a written or printed notice sent out, which can be kept for further reference.

We often keep these meetings till an unduly long hour after the close of school. After a teacher has been on edge all day with a roomful of forty young live-wires, she cannot be blamed very strongly for being reluctant to sit from 4:00 to 5:45 in an uncomfortable schoolroom seat, listening to various general comments on phases of work which may not directly concern her at all. We are inclined to devote far too much time in our gatherings to technical details.

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One of our worst supervisory faults is the reluctance to commend what we see that is good in our teachers' work. We are so apt to take good work for granted, and stress only the unfavorable points, that we are blind to the really excellent things that we see in the classroom. Our ears are tuned and our eyes are open for possible flaws and defects. We excuse ourselves by saying that we want to eliminate them, to make the work better than it is. Yet what impression do we leave on the teacher and the class when we say good-bye?

Are we careful to be professionally courteous to teacher and principal? Do we handle various routine matters directly with the teachers, and leave the principal in the dark, or ignore him altogether? Do we come into a building and make ourselves so completely at home that a principal may resent our occupation of his office, his coat-room, his desk even? We often expect the classroom teacher to suit our convenience, and completely disrupt her regular program, that we may hear certain work in reading, arithmetic, history, spelling, regardless of where it comes regularly in the day's outline, or whether the pupils have had an opportunity to prepare that lesson. Of course much of this is unavoidable. The supervisor is always a busy person. He cannot always accommodate his time to some other person's hard and fast schedule. Yet some of us do not hesitate to tell teachers who have asked certain questions about the work, with brusque finality that we don't want to be interrupted with them at that time, and the proper time to find out about those things is at recess or at

the office. There may be justification for that, but it doesn't make for co-operation on the part of our teaching force.

Are our directions, our voice, our attitude, imperious and dictatorial? It is often not so much what we say or demand, as the way in which we say it. Teachers resent certain orders from us, not because they are burdened with additional work, but because of the ungracious way in which we lay out that work for them.

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Do we create and inspire loyalty and liking, or the reverse? Are our criticisms destructive, fault-finding and carping? Do we create an atmosphere of resentment as soon as we enter the schoolroom, so much so that the moment we enter the building an efficient grape-vine telegraph is at work warning every teacher of our presence? I have known supervisors whose coming was something to be looked forward to with enjoyment, and to whom pupils and teachers said good-bye with real regret. And others—

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Do we deliberately try to catch our teachers off guard? Do we slip into a building and listen, unexpectedly, at the doors, in the hope of finding conditions not up to standard, or some situation for which we can reprove the teachers? Occasionally in a blue moon the necessity may arise for such undignified spying, but the principal, supervisor or superintendent who employs such unfair tactics is bound to suffer himself in the long run. It was the same superintendent referred to above who told me that he always planned to visit distant schools on a stormy day, when he wouldn't be expected, and they wouldn't be ready for him. The effect of such snoopervision on the morale of any teaching force is nothing short of disastrous.

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On the other hand, do we go to the other extreme of letting well enough alone, whatever the condition may be? Do we recognize a condition that ought to be remedied? If we recognize it, do we keep silent about it, or ignore it? Or do we, at the risk of causing unpleasantness, bring up the trouble and settle it? Have we always the courage to do that? And after the trouble is settled, temporarily or permanently, do we, can we, go on with that teacher or person in a natural way, just as if things had never happened?

How much do we yield to the temptation to gossip pleasantly with the teacher about anything under the sun but the classroom work which we dropped in to see? Teachers are only human—they are older editions of the pupil who stalls off, asks questions, starts an argument in class, anything to steer the teacher off the unprepared assignment. In like manner the teacher is prone to converse about personal matters, politics, vacations—pleasant and harmless enough, but not directly concerned with the school work that is our business.

Do we put in as much time in the schools and classrooms where we know that the teacher is disagreeable, tiresome, fault-finding, or beseeching or bothering us for some thing or some favor that we cannot or are not willing to grant? Or is it a temptation to which we yield unconsciously to visit oftener the rooms where we find uniformly good work, a pleasant atmosphere, a cordial greeting?

There are faults in our methods and aims that are just as glaring as those of the teachers that we supervise. It is good medicine for us to take occasional account of stock of our own shortcomings.

Pedagogical Pennings

By R. L. HUNT

No. 17—The Principal

A LAD once said that the school was o. k., but that it was the principle of the thing that he disliked. While the lad mixed his spelling, he described some principals in that they are largely governing laws of conduct (principle) rather than the leader or head of the school.

A school faculty is no stronger than the principal. The teachers reflect the leadership of their principal, just as the students do that of their teachers. Many good, yes super, classroom teachers are demoted to ordinary principals. The opposite seldom happens.

Since the principal has more responsibility than the teacher, in that the entire school program is under his direction, the salary should be some higher than the teacher's, but a good teacher is much more valuable to a school system than a poor principal.

Our need today (one of the many) is principals who "exemplify bold intelligence and not blind hysteria." The principal must be in close contact with the entire program. He is expected to know all the pupils and their parents. The harmony among teachers is his responsibility and he should have a voice in the selection and dismissal of teachers.

The secret of a well organized school, a co-operative faculty, and a loyal group of students may be easily found without making an investigation beyond the principal's office.

The News Digest
OF EDUCATION

WPA Classes

Enrollment Totals Million and a Half

WASHINGTON.—More persons are enrolled in WPA free education classes than will be graduated from the colleges and high schools of the nation this Spring, Harry L. Hopkins, Works Progress Administrator, has reported. Enrollment in such classes totaled 1,485,822 on March 31, Mr. Hopkins said, in noting that estimates indicated only 1,132,000 would be graduated from high schools and colleges this Spring. The program is employing 43,051 needy teachers and conducting 119,380 classes or instructional units in the various divisions, the report shows. The largest number of students is recorded in the general adult education classes, with an enrollment of 744,638. Literacy classes are teaching 266,595 to read and write, while vocational instruction is helping to rehabilitate 251,476.

York Quits

War Hero Leaves Institution He Founded

NASHVILLE, Tenn. — Sergeant Alvin C. York, World War hero, said recently that he had resigned as president and general manager of the school bearing his name, which he founded at Jamestown, because of what he termed "lack of co-operation" from the State Department of Education. Sergeant York, who came here to discuss affairs of the Alvin C. York Agriculture Institute, with the board at its quarterly session, said his resignation climaxed a dispute that started last August when the board refused to discharge the principal, as he had urged. The school receives $7,500 a year from the State, but Sergeant York said he obtained the first $10,000 to start it "by passing the hat from Maine to California" on a lecture tour.

Tribute to Bogan

Formal Appreciation By Chicago Board

CHICAGO. — William J. Bogan, superintendent of Chicago public schools from 1928 who died recently, was honored in a resolution passed by the Board of Education. Stating that his death "brought to a close a continuous career of forty-three years of unselfish service and devoted interest to the public schools of Chicago," the board added that "William J. Bogan . . . left behind an imperishable record as an educator, as a good citizen, as a patriot, an American, an inspiring leader, a wise counselor, a true friend and neighbor, and above all, a man devoted to the interests of his fellow men, and in consequence thereof, his passing is mourned by thousands in the education world." The resolution was signed by Mrs. Helen M. Hefferan, Joseph Salat, and William D. McJunkin.

Radio Education Is Declared No Competitor of Printed Word

COLUMBUS, O.—"Radio will never compete with the printed word," Phil M. Buck, professor of comparative literature at the University of Wisconsin, told the closing session of the seventh annual Institute on Education by Radio, sponsored by the Ohio State University, here.

"It is too easy to mis-hear or to misunderstand information given over the radio," Professor Buck said. "It is even more serious to try to correlate ideas or facts," he said, "while the unseen speaker goes on remorselessly to the next topic while one is struggling with an incomplete idea of its predecessor."

Before the thirty-sixth annual dinner of the American Booksellers' Association in New York City, Sinclair Lewis prophesied that no form of radio broadcast, television included, ever would threaten the demand for good books.

"I do not believe," he said, "that anything will altogether supplant the old-fashioned printed book, which has changed so very little since Gutenberg finished printing the first book, a Bible, back in 1455. I do not believe that any nimble television apparatus, any series of phonograph records, any ingenious microscopic gadget whereby you can carry the entire works of Balzac in your cigarette case, will ever take the place of books, just as we know them.

"I do not believe that the public will always be completely satisfied with the glaring (motion picture) screen, or that they will forever prefer the unctuous verbal caresses of radio announcers to the many-colored pages of Dickens. I do not think that Hollywood can remain forever the New Jerusalem. There may be new gods, but I think most of you will say with me, 'as for me and my house, we shall serve the Lord in books.'"

More Funds

Educator Would Improve Maine Schools

BRUNSWICK, Me. — Dr. Kenneth C. M. Sills, president of Bowdoin College, recently declared before 500 Rotarians that "public schools of Maine were falling behind the procession." "The only way to improve education is to provide more funds for the public schools," he said. "Everyone knows that money expended in education of youth is the best investment a State can make, but it is very hard to get citizens of Maine to translate this view into action," he added.

73 Summer Courses

Massachusetts Offers Its Largest Program

BOSTON. — The largest summer program of courses for teachers and students of education ever offered by the State department of education has been announced by Commissioner James G. Reardon. A total of seventy-three courses will be held during July in twelve cities and towns throughout the state, namely, Boston, Brockton, Cambridge, Fitchburg, Greenfield, Haverhill, Hyannis, New Bedford, North Adams, Salem, Springfield, and Worcester. The wide geographical distribution of classes will make it possible for teachers all over the state to obtain professional improvement credit with the greatest of convenience and at a minimum of cost, Commissioner Reardon pointed out.

Strike Wins

Washington State Students Back in Classes

PULLMAN, Wash.—When students of Washington State College went to class recently they did so only because they wanted to. A student strike had brought the desired effect before it was a day old. A faculty committee met virtually all demands made by spokesmen for 3,200 students who remained away from classrooms. The revolt began as a stunt, with a ripple of complaints against minor regulations of social conduct. New and broader demands were added to the list as hundreds lined up for the undergraduate "cause." Among the demands were: That the discipline committee hold public "trials," that "stool pigeons" be abolished, discontinuance of "flunks" for a fixed percentage of classes, abolition of compulsory class attendance, repeal of the dean's "suggestive" picnic and social rulings, and no more "dictatorial" administration policies.

"Mother" a Man

College Honors His Memory On Mothers' Day

WASHINGTON, Pa.—The "mother" revered in services attended by Washington and Jefferson College students recently was a man. The students dedicated all of their activities on Mothers' Day to Robert M. Murphy, known as "mother" to many college generations. "Mother" Murphy died in 1925. For nineteen years students carried their problems to him. Cameron Galston, religious activities director, led the students in paying tribute to "Mother" Murphy's memory. He said: "Because of his great Christian influence among students and his willingness to help every one in their problems he was given the name 'mother,' and the appellation remained." Murphy served as Washington and Jefferson director of athletics for many years.

Atlas for Blind

Map Making Project At Perkins Institution

WATERTOWN, Mass. — At the Perkins Institution for the Blind, a $30,000 PWA project calling for the production of about 100 sets of atlases for blind schools in all parts of the country has begun. The maps are contained in ten volumes and number 300 embossed historical and geographical maps, including all the states of the United States. The new atlases constitute a much better job in this line than has ever been done before, said Gabriel Farrell, director of Perkins. The maps are larger—22 by 28 inches—and notations are printed in revised braille. Earlier maps were printed in small, American braille.

Pitfalls

Perils of School Executives Told

BOSTON—A variety of reasons why school executives lose their jobs, including failure to appoint an alderman's niece to a teaching position, were cited recently by Dr. Louis P. Benezet, superintendent of Manchester, N. H., schools, in a talk to members of the Boston University Alumni Teachers' Association. Other potent reasons for the ousting of a school head given by Dr. Benezet were refusal to grant a coal contract to a mayor's brother and the expulsion of the son of the president of the school board because the playful youth had thrown an ink bottle at a teacher. "A school executive is very vulnerable and if he does his duty he must make enemies," the educator continued. "The public, whom the schoolman is defending, are apathetical, while the seekers of special privilege whom he has opposed are active. Influential citizens send their children to private schools, and their main interest in the public schools is to keep down the budget."

Alphabet Change

Recasts Italian Spelling To Help Fight Sanctions

ROME.—Such things as shearing the silent "p" off pneumonia and making the lazy letter "q" do without an assistant, have been recommended by G. Bernardi, Fascist grammarian, to force the Italian language into the national combat against sanctions. Mr. Bernardi has asked Premier Mussolini and the Royal Academy to adopt an alphabet of his own reorganization and then watch it pare imports of paper, lead, ink, and other writing and publishing accessories from 10 to 12 per cent. For instance, "w," a useless gate crasher in Italian, would be consigned to the scrap heap, and Italians could say "Vashington" with pure conscience.

McAfee to Wellesley

Vassar Graduate Succeeds Dr. Pendleton

WELLESLEY, Mass.—Miss Mildred Helen McAfee, thirty-six, Dean of Women of Oberlin College and a graduate of Vassar, will be the next president of Wellesley College. Miss McAfee will succeed Dr. Ellen Fitz Pendleton, whose retirement is to take effect the end of June, and will assume her position in the Fall. She is the second youngest woman to head the college. Only Miss Alice Freeman, who became the college's second president at twenty-six, was younger. Although Miss McAfee is not a Wellesley graduate, this is not a departure from Wellesley tradition, for of her six predecessors, Miss Pendleton alone was an alumna.

Parent-Teacher Group Plans Drive for Adequate Education

MILWAUKEE, Wis.—Resolving to push forward with their work of character education in the home, some 1,500 delegates representing more than 2,000,000 parents and teachers back in the hills and valleys of the nation adjourned their convention here with several definite new objectives for the coming year.

As they wound up their fifteen simultaneous conferences which had kept them very busy, they resolved to keep close on the heels of their politicians back home. They passed a resolution to the effect that they should request all candidates for local, state, or federal office to go on record as to "their position with respect to an adequate program for public education."

A co-operative program to bring more closely together the home and school was set up at the convention. For the first time the parent-teacher organization went on record as favoring the extension of the principles of the merit system in the employment both of new personnel and of those already in government service. A resolution was passed advocating a line to be drawn between the duties of the Federal Government in education and those of the states asking that "whatever reorganization of federal governmental agencies is undertaken, its powers and duties shall not encroach upon the rights of the states to control and administer their schools as guaranteed by the Constitution."

Turning especial attention to high school students who cannot stay in school because unable to buy books or pay carfare or afford other things needed to keep a boy or girl in school, the student aid division of the PTA is establishing local funds. Last year approximately $60,000 was spent here and there for helping to keep both elementary and high school young folks equipped with what they needed to stay in school.

The convention next year will be held in Richmond, Va.

No Drilling

Military Training Forbidden in Peiping

PEIPING.—Acting presumably under Japanese pressure, the Hopei-Chahar political council has ordered suspension of military training in all universities and high schools in Peiping. The schools are directed to "request" their military instructors to leave the city immediately. Whether the order applies to schools in Hopei cities other than Peiping is not immediately known. There is also doubt as to the actual future procedure here; it is claimed that drill will be continued for the present much as in the past, but under the name of athletics.

Low Cost Lodging

Student Pays $30 In 3 Years for Room

DURHAM, N. C. — For three years L. M. Hayes has spent less than twenty cents a week for lodging on the Duke University campus. According to Hayes, his lodging for the last three years has cost only $30, the cost of the trailer "residence" he constructed in 1933. Though not a hermit, Hayes is distinctly an individualist. He would rather study in his house-on-wheels, by the light of a kerosene lamp, than spend his evenings in any of the well-lighted reading rooms. He has had one visitor at his house-on-wheels since coming to Duke. Dr. W. P. Few, president of the university, helped Hayes decide the location for his private "dormitory."

Student Licenses

Bennington Issues Safe Driving Cards

BENNINGTON, Vt. — Bennington College students have not only co-operated with the Student Federation of America; they have added their own program to the safe and sane driving campaign of the national organization. A committee is issuing licenses to those it deems worthy of safe driving, these in addition to the regular State licenses. Faculty as well as students have been asked to have the licenses.

Fewer Ministers

Theological Students Drop Sharply in Germany

BERLIN. — Both semesters of the present academic year, it is now reported, have shown a marked decrease in the number of students of Protestant theology. The University of Halle's theological school at Wittenberg reports a decrease from 100 to twelve candidates. This change has come all the more unexpectedly as in 1934 the number of students of theology seemed to be increasing. It was feared that eventually it would prove impossible to provide parishes for new pastors. Now, however, plans to reopen many closed churches must be abandoned for lack of candidates. In Saxony fully half of the parishes formerly carrying on full work are now without resident pastors. Many churches have closed indefinitely.

Best Novel

Iowa Teacher Wins $10,000 Book Prize

BOSTON. — The Atlantic Monthly Press has announced its award of the Atlantic Novel Prize of $10,000 to Mrs. Winifred Mayne Van Etten, thirty-four year-old English teacher of Mount Vernon, Iowa, for her first novel, "I Am the Fox." Mrs. Van Etten was born in Emmetsburg, Ia., and was graduated from Cornell College, at Mount Vernon, Ia. She holds a master's degree and is married to Bernard Van Etten.

When Youngsters swallow their Food without Proper chewing
When children are losing their baby teeth, they are inclined not to chew their food any more than they have to and thus lose the habit of good mastication so important to health and good teeth. Many physicians and dentists say, "Let children enjoy gum at this time. They never need to be urged to chew gum."
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More Jobs

50 Per Cent Increase Seen by College Heads

BOSTON. — Increased prospects of employment for 1936 college graduates at larger starting salaries is reported by Eastern colleges in a survey conducted by the Northwestern National Life Insurance Company. Demands, which in some cases are 50 per cent above those of 1935, are most interested in students of manufacturing, insurance investment, and merchandising. The check was nationwide, made with the heads of college placement bureaus and was determined through calls made by scouts of large manufacturing companies.

Howard Lee McBain

NEW YORK.—Howard Lee McBain, dean of the graduate college at Columbia University, died recently at the age of fifty-five. Dean McBain, a native of Toronto, Ont., had been a member of the Columbia faculty since 1913. Previously he taught at the University of Virginia, George Washington University, and the University of Wisconsin.

English First

Precedence Given Over Other Foreign Tongues

BERLIN. — Bernhard Rust, Reich Education Minister, has decreed that beginning next year, English shall be the first foreign language taught in all German high schools, except some humanistic gymnasiums where the dead languages continue to enjoy preference. This decree provides an authoritarian solution for the old pedagogic quarrel as to what foreign languages students should study first. The decision in favor of English first is chiefly because of the "utilitarian" value of that language. In Prussian schools English has enjoyed preference for some time. The decree affects South Germany most. Beyond this, however, the decree initiates a considerable reform of the whole German school system because it orders the change in all the humanistic gymnasiums as well when they are the only high schools in a locality. This, it is held, means an inevitable drift away from the humanistic gymnasiums to the so-called real gymnasiums and from academic to a more practical kind of studies.

Meet These Contributors

W. H. CAMPBELL (*"Chicago's Firing Squad,"* page 312) is a man of wide experience in school work and with school boards. After a dozen or more years as principal of a Chicago school and two years as president of the Principals' Club, he became, under Mrs. Young, examiner for the Chicago School System. He served in that office with Mr. Shoop, Mr. Chadsey, Mr. Mortenson, and Mr. McAndrew until his retirement in 1926.

JAMES NEWELL EMERY (*"Let's Analyze the Supervisor,"* page 320) is a lawyer who turned schoolman nearly twenty-five years ago; who has likewise been country superintendent of schools, reporter, newspaper editor, and for the last nineteen years principal of a city school whose thousand or so youngsters and two bakers' dozens of teachers convince him daily that there is still a lot to learn about this school business. He writes fiction in his spare time and in his still rarer spare moments likes to moralize over the problems of the eternal triangle — the parent, the teacher, and the child.

CALVIN GRIEDER (*"I Like Small Town Teaching,"* page 305) was born and reared in a city of 45,000. He has spent the last nine years as teacher and administrator of schools in towns averaging 500 population. At present he is serving his sixth year as superintendent of the Keystone, Iowa, public schools. His father, four brothers, and four sisters are or have been teachers or preachers.

PAUL V. MURRAY (*"Experiment in Physics,"* page 307) was a Knights of Columbus scholar at Catholic University of America, 1933-1936. He taught at National University of Mexico, summer, 1935; is scheduled to teach in Catholic University's summer extension at Our Lady of the Lake College, San Antonio, this summer. His wife is teacher of English in a Mexican secondary school.

BESSIE E. GOFF (*"We Take Up Parliamentary Law,"* page 310) is an instructor in the State Teachers College at Hyannis. Her teaching work is in the educational and library fields. As an extra-curricular activity she is adviser to the student council of the college and in connection with this advisory work she was much interested in working out the project on parliamentary procedure. She holds a B. S. degree from Simmons and an M. Ed. degree from Boston University.

WORCESTER WARREN (*"Give Pupils a Break,"* page 315) was born and raised in Missouri Valley, Iowa; graduated from Knox College with an A. B. degree; received the A. M. degree in Education from University of Iowa. Assistant Superintendent of Schools in Bridgeport from 1924 to 1929, Superintendent in Bridgeport since 1929. He is interested in a program of education which will help children to help themselves and make them conscious of their responsibilities to each other.

CHARLES F. PRIOR (*"The Fairhaven Character Plan,"* page 317) has been superintendent of schools in the Fairhaven (Mass.) district for twenty-four years. His dominating interest in schools is in the classroom work, and he makes approximately six hundred visits each year to the classrooms of the ninety teachers in his district. During the last fifteen years he and his teachers have evolved a plan of character-citizenship training which has received wide attention.

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Among the Schools

Unfit Teachers

Body of Peers Would Weed Out Incompetents

NEW YORK. — A jury of teachers was advocated recently by Dr. John L. Tildsley, associate superintendent of schools, as a means of ridding the city school system of incompetent teachers. He pointed out that efforts to weed out incompetents had invariably run up against the concerted opposition of teachers' groups, charging "persecution," "prejudice," or "invasion of tenure rights." Establishment of a jury system, with teachers passing on adverse ratings against their fellows, would eliminate these charges, Dr. Tildsley held.

Mothers Graduate

Two Included in '36 Class at High School

WASHINGTON, D. C. — Two mothers will be graduated with the class of '36 at Eastern High School here. Announcements revealed the names of Mrs. Catherine Briggs, mother of three children ranging from nineteen months to seven years old, and Mrs. Violet Markle, who has a four-year-old daughter. Mrs. Markle won her letter on the girls' basketball team.

Teacher Honored

Belmont Recognizes 35 Years of Service

BELMONT, Mass.—Miss Gertrude L. Miller, who has rounded out thirty-five years as a teacher of English in the Belmont High School, and is continuing her work, was honored by the Belmontian Club and the Belmont High School Alumni Association with a reception recently at the Belmont Senior High School. In addition to being extolled for her long and efficient service she was presented a purse of money and a large bouquet. The presentation was made by Dr. Harris Gullifer, of Belmont, a member of the alumni association.

Gets Appointment

William A. Welch Heads Peabody Schools

PEABODY, Mass. — William A. Welch, of Peabody, holder of degrees from Boston College and Georgetown University Law School, recently assumed his duties as superintendent in Essex County. He is forty-one. Superintendent Welch, fourteen years a teacher of government at Peabody High School, two years ago was temporarily appointed to the $4,000 position. His permanent appointment was unanimously voted by the school board. Before joining the Peabody school system, Welch was senior auditor in the Department of Commerce, Washington, D. C. He is a war veteran and the father of three children.

Girl Cheer Leaders

Barred as Unladylike By School Dean of Girls

NEW YORK. — Marie L. Keller, dean of girls at John Adams High School, Ozone Park, Queens, caused some resentment among her charges when she announced that John Adams School must have no more girl cheer leaders. It was not ladylike, Miss Keller said. "We like girl cheer leaders," said Celectine Kaupp, who represents the seventh term in the John Adams General Organization. "The student body feels that girls leading cheers help to draw larger crowds."

Cheat-Proof

Chicago Would End Falsifying of Reports

CHICAGO. — Marks on Chicago's new cheat-proof report cards cannot be changed because they are carbon copies. Even if a poor grade were erased in favor of a better, the card would hold mute witness to the falsehood. The reason for the failure would stand checked on the following list: Does not study enough; does not do required work; absent too much; poor reader; employed after school; too many outside activities; poor health. The new cards actually will be books, forty-page affairs, with five pages devoted to each of eight high school semesters. They will trace Willie's scholastic record from his first freshman day to the commencement ceremony. And incidentally let ma know if he plays hookey very often.

Oratory Winner

National Prize Goes to Negro Boy

OKLAHOMA CITY, Okla. — Caleb Peterson, the Peekskill, N. Y., high school Negro boy who took up dramatic oratory a few months ago "just for the fun of it," came back home from here, a champion. His presentation of a sketch from "Emperor Jones" won for him the national high school dramatic declamation title at the National Forensic Tournament over five white opponents here. A cheer burst from the 1,000 white persons and ten Negroes as Caleb was named to receive the plaque.

Stephen A. Douglass

ST. LOUIS, Mo.—Stephen Arnold Douglass, principal of Central High School, died suddenly of a heart attack at his home recently. He was sixty-eight. Mr. Douglass, who was associated with the St. Louis schools for thirty-six years, attended to his duties the day before at the high school, apparently in good health. He was born in Plain City, O., October 31, 1867. He graduated from the University of Michigan, and shortly thereafter, in 1899, came to St. Louis and became a teacher of physics in Central High School.

Reading Habits

City Pupils Read Few Good Books

NEW YORK.—A survey of reading habits in New York City's high schools shows that 71 per cent of the students read chiefly fiction and that reading generally is "cheap, tawdry, and desultory." Results of the study which was made by the New York City Association of Teachers of English were announced at the annual meeting of the organization. Dr. John L. Tildsley, assistant superintendent, after hearing the report, urged a tenfold increase in appropriations for school library books. Dr. Stella C. Center, president of the association, who presided at the meeting, reported that of the 47,000 pupils questioned in the survey few had reading habits that develop the mind.

Swap Jobs

Girls Wield Hammers And Boys do Cooking

BREMEN, O. — The boys of the Bremen High School know about home economics and the girls are proficient with a brace and bit. They traded instructors for two weeks. The experiment was the idea of Miss Hattie Garner, instructor in home economics, and R. M. Foltz, vocational agriculture teacher. It proved so successful that R. M. Foxnight, superintendent of schools, says it may become an annual custom. Miss Garner put her class of boys through instruction in home beautification, arrangement of furniture and social etiquette. The boys also selected daily menus and prepared the food. Meanwhile the girls learned to repair electric irons and washing machines, and how to use a hammer, a brace and bit and other tools found in a workshop.

Book Reviews

Reading for Joy and Profit

THE FRIENDLY HOUR, Primer, Books I to VII. By Ullin W. Leavell, Professor, George Peabody College for Teachers, Nashville, Tenn.; Elizabeth G. Breckinridge, Principal, Kentucky Normal School, Louisville; Mary Browning, Supervisor, Primary Grades, Louisville, Kentucky; Hattie Follis, Principal, Elementary School, Birmingham, Alabama. New York, Cincinnati, Chicago, Boston, Atlanta. Dallas, San Francisco: American Book Company.

If individual aims, ideals, and attitudes count for as much as they are supposed to count for in a closely knit society, then the eight graded readers comprising "The Friendly Hour" should have much to their credit in the coming years.

Each book in this attractive series has a theme of its own, suited to the age group for which it is intended. Starting with "Ben and Alice" (a primer) the scale of ascending interest runs through Playmates, Indoors and Out, Friends to Know, Trails of Adventure, The World's Gifts, Winning Our Way, and Working and Dreaming.

The volumes for the upper grades contain a broad range of material from many different authors.

Both the original and the selected readings are of excellent quality and no forcing will be necessary, unless it be to prevent "the friendly hour" from encroaching upon other periods of the day.

Each one of the volumes lists other books to read, and concludes with a "Little Dictionary" which is less cramped and abbreviated than the usual glossary of difficult words.

Attractive to eye and mind, these books are a distinct contribution to the profitable joy of living for the gradesters of America.

• •

Children of Nippon

KITES AND KIMONOS. By Elinor Hedrick and Kathryne Van noy. Illustrated by Bunji Tagawa. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Attractively gotten up, illustrated by a Japanese artist, this little book pictures vividly the everyday life of Momo and Takashi, two Japanese children of modern Tokio. They pay visits to many interesting places and their adventures will be illuminating to the child of eight to ten years who is fortunate enough to meet this book as supplementary reading or to run upon it outside of school. It is a fine example of a modern book depicting the life of a foreign people. And what more fascinating than to know about the Japanese, whose ways are surprisingly like and unlike our own!

• •

Modeling with Words

A BOOK OF ENGLISH. By Charles Harlow Raymond, Head of English Department, Lawrenceville (N. J.) School. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

In a world that wastes many words it is a treat to run upon a textbook of English composition and comprehension which is so concise and businesslike as this by Charles H. Raymond. Rarely does an author succeed in putting so much into so little compass. For here seem to be the essentials for an English workshop throughout the secondary school years.

The sentence is the central topic of the first main sub-division, dealing with the understanding of English. The sentence is first considered grammatically; then rhetorically.

The second and remaining division has to do with expression and appreciation; and here are given abundant suggestions, examples, and principles useful to the student.

The author does well to stress the importance of words and to provide for the development of a broad and accurate vocabulary; for he is correct in asserting that most of the pain in creative writing (for pupil and for teacher as well) arises from limitations of vocabulary.

A novel feature, doubtless an outgrowth of the author's own struggles with poor spellers in his classes, is the device of seventy-five "key words," illustrating rules of spelling and word-formation which frequently cause trouble.

Book One concludes with a study of the paragraph and of précis writing.

Book Two takes up in detail the needful techniques of composition in its various forms and leads the pupil, through his own efforts at creative expression, toward the culminating appreciation of what others have achieved in literary production.

The marvel seems to be that in a volume of small size there are no indications of the dryness that comes from squeezing. Plenty of juice, richly stored with vitamins, remains. "A Book of English" is both a reference book and a guide to effective improvement of the student's facility in the use and understanding of the mother tongue.

• •

Teen-Agers

ADOLESCENCE. A STUDY IN THE TEEN AGE. By Lawrence Augustus Averill, Head of the Department of Psychology, State Teachers College, Worcester, Mass. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Dr. Averill's present volume is a study of adolescence through the study of adolescents—individual human beings making their individual adjustments to life situations. It is primarily a case book. Generalizations based upon statistical research are given far less attention than are the discoveries which have come from the probing of distinctly personal problems; particular emotional and behavior conditions and their causes; also, wherever possible, the method of securing desired improvements.

Such a work could only have issued from a long and intimate study of young people and their peculiar difficulties. Add to such study a certain power of orderly thinking and arrangement and of transparent presentation which are possessed by the author, and the outcome is a book which may be read with interest, studied with profit, and referred to for help in special situations with the well founded hope of satisfaction.

"Adolescence" is scholarly without being abstruse. It is philosophical without sacrifice of the practical. It should be read by every principal and every parent. It teaches psychology through an understanding of people, not in the mass or mob, but singly, in their reactions to certain factors of their respective environments.

The best study of childhood is the child—or children, one by one.

Winshipisms

"The cause of education always suffers when there is an educational tempest started by political schemers."

•

"Appreciation is a social, religious, educational force, and can be utilized as soil, moisture, and sunlight can be in crop raising."

•

"A teacher who appreciates a child actually imparts to him a tonic."

•

"Discipline in the true sense is the commanding of respect through love and devotion."

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Celebration

Edinboro College Now 75 Years Old

EDINBORO, Pa. — Edinboro State Teachers College recently celebrated its 75th anniversary. It is one of the oldest teacher-training institutions in the country and the second oldest in Pennsylvania. The more than 4,000 living graduates hold positions not only in the schools of Pennsylvania but also in educational institutions in other States and other countries.

Portable Schools

Bedouins to Have Educational Benefits

NEW YORK. — The nomadic Bedouins of Iraq, wanderers of the desert wastes between Palestine and Persia, soon will have portable schools similar to those used in the early days of rural education in this country, according to Anees Adil, instructor in the Science Department of the American School for Boys, Baghdad, Iraq. As a student in the Advance School of Education at Teachers College, Columbia University, Mr. Adil has made a survey of the problem of educating the Bedouins. He expects to return to Baghdad next year and carry out the ideas he has learned here. The modern "school on wheels" will transport, in addition to portable teaching materials, a doctor, nurse, social worker, teacher, and lantern slides to the campfires of the Bedu tribes. It is expected to serve more than 65 per cent of 4,000,000 natives of Iraq, this being the percentage estimated to be nomadic.

Brains Equal

No Inferiority Found In Those of Women

MOSCOW.—V. P. Osipoff, director of the Bekteroff Institute for the study of brains, reported that there is no scientific basis for the theory that women's brains are inferior structurally to men's. The investigations proved it is impossible to determine from its structure whether a brain belongs to a man or woman, Dr. Osipoff said. He denounced the theory disproved by the study as a "convenient argument used in some countries to enable the strong to exploit the weak."

Nose Knows?

Psychology Test At Midland College

FREMONT, Neb.—Professor G. E. Hickman held a bottle in front of his Midland College class in psychology, uncorked it, asked the students to raise their hands when they smelled chloroform. In two seconds by his stop watch the first smeller was reported. In forty seconds all but four of the thirty students smelled chloroform. With the class on the verge of anesthetization—"The bottle," said the professor, "contains water."

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Grins Between Grinds

Protest

Mrs. NuBryde—"I don't want any more flour like that you gave me last week."

Groceryman—"What was the matter with it?"

Mrs. NuBryde—"It was so tough my husband couldn't eat the biscuits I made from it."

• •

The Regular Routine

Business Man (after interviewing his daughter's suitor)—"I regret I cannot see my way to allow you to marry my daughter at present, but give me your name and address; then if nothing better turns up in the near future, you may hear from us again."

Logical

Pete—"I see where a scientist has discovered that meat-eaters are twice as active as vegetarians."

Heinie—"I could have told him that. The way prices are they have to be if they want any meat to eat."

• •

Got 70

Gumm—"They say Johnny Speedmore gets 70 miles an hour out of his new car."

Boyle—"Don't say 'gets'; say 'got.' His funeral is tomorrow."

• •

Who Wouldn't?

A Sunday School teacher, trying to put over the wholesome idea of being good, asked her class of little boys and girls this question: "If all the good people were white and all the bad people were black what color would you be?"

Some of the youngsters answered "White" and others "Black." But little Johnny replied: "I guess I would be 'streaky.'"

• •

Cryptogram

A little girl of five was entertaining while her mother was getting ready. One of the ladies remarked to the other with a significant look, "Not very p-r-e-t-t-y," spelling the last word.

"No," said the child quickly, "but awful s-m-a-r-t."

• •

Plunge

A Scotsman visited Niagara Falls with an American friend. As they watched the great rush of water the latter said: "There's a story that if you throw a penny into the Falls, it will bring you luck."

"Is that so?" inquired the Scot. He considered a minute, and then asked, hopefully: "Hae ye a bit o' string?"

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